

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

One of a Kind

Practical Problem

How are character traits used to build personal growth?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc., *Power of One*. Reston, VA: 2002.

Background Information for this Lesson

Career and Family Leadership, Content Module 1

External Alignment

Program Goal Addressed

(Identify how your program goal links to this lesson here.)

Missouri Family and Consumer Sciences Competencies Addressed

B.1 Analyze personal characteristics (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and relationships in information, ideas, and structures.

National Family and Consumer Sciences Standards Addressed

12.2.1 Investigate the impact of heredity and environment on human growth and development.

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Define self-concept (Knowledge)
2. Identify characteristics of self-concept. (Application)
3. Distinguish personal characteristics. (Analysis)

Instructional Strategies

1. Define self-concept (Knowledge)
Define self-concept by completing the Activity Sheet p. 56 "Defining Self-Concept".
(*Career and Family Leadership*) (Knowledge)

Compare the statements that you identified in the activity sheet to the following definition of self – concept: “Self-concept is the image you have of yourself.”
(Comprehension)

Questions for Discussion/Formative Assessment:

1. *How do the statements that you identified on “Defining Self-Concept” reflect the image you have of yourself?*
 2. *Which statements would you add/remove from your list to better reflect your self-image?*
 3. *How do you communicate your self-image to others? (Communication)*
2. Identify characteristics of self-concept. (Application)
Watch a segment of a movie that focuses on an adolescent’s self-concept as “October Sky” or “Forrest Gump”. List and describe the characteristics of the adolescent’s self-concept in the film with your class. (Knowledge)

Questions for Discussion/Formative Assessment:

1. *How did the movie character communicate his/her self – concept? (Communication)*
 2. *Which statements on the “Defining Self-Concept” sheet would you mark to reflect the self-concept of the movie character.*
3. Distinguish personal characteristics. (Analysis)
Examine the statements that you did not mark on “Defining Self-Concept”. Choose 3 that you would like to improve. (Analysis & Application)

Following the steps of FCCLA’s Power of One “A Better You” select one statement that you will work to improve.

Questions for Discussion/Formative Assessment

1. *What is self-concept?*
2. *How might one’s self concept vary across different contexts (school, family, work, community, or situations?)*
3. *Why is it important to have a positive self-concept?*
4. *How can a negative self-concept inhibit personal growth and development?*
5. *How could you use this information to improve your self-concept?*

Assessments

Paper/Pencil:

1. In your own words define self-concept. Write a brief paragraph about how you view self-concept. (Knowledge)
2. Given a case study identify the characteristics of self-concept of the major characters. Identify if the self-concept characteristics are positive or negative. Outline a plan for the character to improve the negative characteristics. (Application)

Application to Real Life:

1. Use a scoring guide to evaluate the completion of FCCLA Power of One “A Better You”. Examine the results of your project in a written paragraph. (Analysis)